Alaska DLM Essential Elements and Instructional Examples for English Language Arts

Fifth Grade

Revised for Alaska 2013

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ALASKA-DLM ESSENTIAL ELEMENTS AND INSTRUCTIONAL EXAMPLES FOR FIFTH GRADE

Fifth Grade English Language Arts Standards: Reading (Literature)

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
Key Ideas and Details. **RL.5.1**. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERL.5.1.** Identify words in the text to answer a question about explicit information.	**EERL.5.1**. Select words from the text to support an inference. Ex. When given support in making an inference from the text, select from word cards the words from text that support the inference. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that support the inference made by the student in collaboration with the teacher. **EERL.5.1.** Identify words in the text to answer a question about explicit information. Ex. Using cards with segments of the text written on them, answer explicit questions about the book by selecting appropriate cards. Ex. Given the text projected on an interactive whiteboard, underline the words from the text that provide the answer to explicit questions. **EERL.5.1.** With guidance and support, identify words in the text to answer a question about explicit information. Ex. Given cards with segments of the text written that contain the relevant information, select the card that answers a question about explicit information from the text. Ex. Given a segment of the text projected on an interactive whiteboard that contains the relevant information, underline the words from the text that provide the answer to explicit questions.

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		EERL.5.1. With guidance and support, answer explicit questions about a familiar text. Ex. After shared reading and review of details from the story, choose which of two details, one related and one unrelated, came from the story.
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**EERL.5.2.** Identify the central idea or theme of a familiar story, drama or poem.	**EERL.5.2.** Identify the central idea or theme of a story, drama, or poem. Ex. After the first or second reading of a story, drama, or poem, state the central idea or theme. Ex. After the first or second reading of a story, drama, or poem, identify the central idea of theme from an array of choices. **EERL.5.2.** Identify the central idea or theme based of a familiar story, drama, or poem. Ex. After repeated readings of a story, drama, or poem, identify the central idea or theme from an array of choices. Ex. After repeated readings of a story, drama, or poem, state the central idea or theme. Ex. Reminded of two details from the text, state the central idea. **EERL.5.2.** Identify the main idea of a familiar story. Ex. Select from choices the main idea of a familiar story. **EERL.5.2.** With guidance and support, identify details from a familiar story. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar story. Ex. Using a communication device or picture choice, point to one of two

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		choices, one related and one unrelated, to identify a detail from a familiar story.
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**EERL.5.3.** Compare and contrast two characters in a familiar story.	**EERL.5.3.** Compare and contrast two characters in a story. Ex. Create a Venn diagram that shows how two characters are the same and different. Ex. Select from a list of adjectives those words that describe only one or both of the characters. Ex. Create character playing cards with details and descriptions. **EERL.5.3.** Compare and contrast two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe only one or both of the characters. Ex. Given a list of descriptors of one or both of the characters, sort them into appropriate places on a Venn diagram. Ex. Complete a simple Venn diagram with likes and differences of two characters. **EERL.5.3**. Compare two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe both of the characters. Ex. Choose from options, a word that describes two characters in a familiar story. **EERL.5.3.** Identify words that describe a main character from a familiar story. Ex. After repeated readings of a familiar story in which the reader

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		emphasizes words that describe a main character, select one or more words from a list that describes the character. Ex. Given a list of descriptive words (or symbols), select one or more that describes a main character. Ex. Match a character with a feeling chart or pictures.
Craft and Structure. **RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**EERL.5.4.** After listening to or reading a familiar text, determine the meanings of words and phrases.	**EERL.5.4.** After listening to or reading a familiar text, determine the meanings of words and phrases. Ex. Given a familiar text projected on an interactive whiteboard, define words and phrases highlighted by the teacher. **EERL.5.4.** After listening to or reading a familiar text, identify the meanings of words and phrases. Ex. After listening to or reading a familiar text, identify the meaning of a word and phrase from an array of choices. Ex. After listening to or reading a familiar text, match words in the text with pictures or other visual/tactual representations of the word. **EERL.5.4.** With prompts and support, identify the meaning of words in a familiar text.
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.	**EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or story. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem. Ex. Label the beginning, middle, and end using a plot diagram. **EERL.5.5.** Identify the beginning, middle, and end of a poem, drama, or

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		story with a clear sequential structure. Ex. Using a story map, fill in the beginning, middle, and end of the story. Ex. Act out a drama including the beginning, middle, and end in the correct order. Ex. Label the beginning, middle, and end of a story with a clearly sequential structure using a plot diagram. EERL.5.5. Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence. Ex. Arrange picture that represent the beginning, middle, and end of a familiar story in the order in which they occurred in a story or drama. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the story or drama, arrange the words to show the beginning and end of the story map in the correct place. EERL.5.5. Identify the beginning of a familiar story. Ex. Using picture clues, identify the beginning of a story. Ex. Point to the beginning of a story in the text.
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	EERL.5.6. Determine the point of view of the narrator.	EERL.5.6. Describe the difference between the point of view of the narrator and another character in the story. Ex. Once the narrator has been identified as the little girl in *The Other Side*, describe how the story would be different if told by her mother. Ex. Determine when a story was told by the main character or by someone who was observing the main character and describe how the story would be different if told by someone else. EERL.5.6. Determine the point of view of the narrator.

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		Ex. Tell (verbally, pointing, signing) who is telling the story in *The Beauty and the Beast* (Beast, an outside narrator, Belle, or Lumiere), and determine if the narrator is a part of the story (first person) or telling us about the story (third person). Ex. Determine when a story was told by the main character or by someone who was observing the main character. Ex. Asked "Was the person telling the story talking about his own experience?," answers yes or no. **EERL.5.6.** Identify the narrator in a story with a character as the narrator. Ex. Answers the question, "Who is telling the story?" **EERL.5.6.** Identify the speakers in a dialogue. Ex. Touch the picture of the speaker in an illustrated story while reading.
Integration of Knowledge and Ideas. **RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**EERL.5.7.** Identify illustrations and multimedia elements that add to understanding of a text.	**EERL.5.7.** Provide an example of how an illustration enhances understanding of the text. Ex. Select a picture from the text and describe what additional information was learned from it. **EERL.5.7.** Identify illustrations and multimedia elements that add to understanding of a text. Ex. Find the element in the illustration of Julian and the Redwood from *Operation Redwood* that shows that redwoods in Operation Redwood are huge and not easy to replace. Ex. Given a multimedia version of a book, point to the animation of an object that plays an important role later in the story.

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		EERL.5.7. Identify illustrations and multimedia elements that show what is happening in the text. Ex. Point to the part of the illustration in *The Other Side* where the girl looks sad when reading, "She looked sad sometimes, that girl did." **EERL.5.7.** Identify the target item in an illustration or other multimedia element. Ex. Shown an illustration from *The Other Side,* point to the girl who is on the fence.
RL.5.8. (Not applicable to literature)	**EERL.5.8.** N/A	
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**EERL.5.9.** Compare two stories with similar topics.	**EERL.5.9.** Compare and contrast two stories with similar elements. Ex. Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different. **EERL.5.9.** Compare two stories with similar topics. Ex. Make a list of the things that are the same between the two books. Ex. Given a list of things that happen in one or both stories, identify those things that are the same in both stories. **EERL.5.9.** Given a story, locate another story with the similar topic. Ex. Given a story about a pig, find another book about a farm animal (e.g., *Charlotte's Web*). **EERL.5.9.** Identify the topic of a familiar book.

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		Ex. Given a choice of animals or vehicles, select animals when asked, "What is *Charlotte's Web* about?"
Range of Reading and Level of Text Complexity. **RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**EERL.5.10.** **This Literature Essential Element references all elements above.	

Fifth Grade English Language Arts Standards: Reading (Informational Text)

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
Key Ideas and Details. **RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EERI.5.1.** Select words or phrases from the text to support inferences.	**EERI.5.1.** Explain what the text says to support inferences. **EERI.5.1.** Select words or phrases from the text to support inferences. Ex. Given a conclusion/outcome from a science experiment (e.g., plant that wilted and died), select from an array words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom). **EERI.5.1.** Identify details from the text to support inferences. Ex. Answer a question about information from the text by pointing out a detail related to the information requested. Ex. After reading about George Washington, identify George as the person who says "I never told a lie" from a choice of two people. Ex. Show where in the text the information is found (e.g., Show in the book *Horses* where it tells how horses have helped humans.). **EERI.5.1.** Identify what will happen next. Ex. During a shared reading of a text, identify what they think will happen next in the story given two choices. Ex. Agree or disagree when the teacher or a peer suggests what might happen next in a text during shared reading.
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details;	**EERI.5.2.** When given text, identify the main ideas that are supported by the key details.	**EERI.5.2.** When given a text, generate the main ideas based on details of the text. Ex. After reviewing the details of a text, state the main ideas and restate the related details.

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summarize the text.		**EERI.5.2.** When given text, identify the main ideas that are supported by the key details. Ex. Read a poster (life cycle of plants) and identify the details that support the main idea (seeds, roots, flower, etc.). Ex. Read *Weekly Reader*-type magazine and answer questions about the main ideas and key details. **EERI.5.2.** When given simple text and two details, identify one main idea. Ex. After reading a simple passage and discussing two details from it, answer questions related to the main idea. Ex. Use pictures, symbols, or objects from text to represent the main idea. Ex. Points to an illustration in a science text when asked "What is the story about?" **EERI.5.2.** With guidance and support, identify details from a familiar story. Ex. Select an object from a set of two objects that relate to a text read aloud. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar historical story. Ex. Using a communication device or picture choice, point to one of two choices, one related and one unrelated, to identify a detail from a familiar text.
RI.5.3. Explain the relationships or interactions between two	**EERI.5.3.** Make connections between two individuals or	**EERI.5.3.** Make connections between two individuals, events, ideas, or concepts. Ex. Use a T-chart to identify the connections between historical figures

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	events/actions in a text.	(Lincoln and Washington) for events, ideas, or concepts. **EERI.5.3.** Make connections between two individuals or events/actions in a text. Ex. Determine the relationship of events in a text (e.g., What needs to happen so that hurricanes can form?). Ex. Determine the relationship of actions or steps in a text (e.g., what to do in a set directions). **EERI.5.3.** Connect text to different pictures about a single event. Ex. After reading a biographical passage (Abraham Lincoln), match pictures to events significant to a single event (White House, shooting, Civil War, etc.). **EERI.5.3.** Match two pictures showing the "same" event. Ex. Match a picture of Abraham Lincoln in the White House to a picture of Abraham Lincoln delivering a speech.
Craft and Structure. **RI.5.4**. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	**EERI.5.4.** After listening to or reading a text, determine the meanings of domain-specific words and phrases.	**EERI.5.4.** Use the domain-specific word within context. Ex. Use the domain specific word in a sentence. Ex. Using the parts of the body (heart, lungs, muscles, etc.), match the words to the correct pictures. Ex. On a map, label with pictures the location of the school, church, theater, etc. **EERI.5.4.** After listening to or reading a text, determine the meanings of domain-specific words and phrases.

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		Ex. After shared reading of a science text, match words with basic definitions from an array of choices. Ex. Use a basic picture dictionary to determine word meaning. Ex. Use online graphical dictionaries and technology to determine the meaning of words from a text. **EERI.5.4.** Match a word with a picture or object. Ex. Match a picture of a bird to the word *bird*. Ex. Match a map to the word *map*. **EERI.5.4.** With guidance and support, recognize pictures and related words in a text. Ex. After shared reading of text, point to pictures related to words in the text. Ex. During shared reading of text, gaze at a picture related to a word in the text upon request.
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**EERI.5.5.** Identify the beginning, middle, and end of a text with a clear sequential structure.	**EERI.5.5.** Identify the beginning, middle, and end of a text with a clear sequential structure. Ex. Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a historical text (e.g., Pilgrims came to America, met Native Americans, and learned to grow corn). Ex. Using a story map, fill in the beginning, middle, and end of a text about plants (e.g., *seed*, *plant*, *flower*). **EERI.5.5.** Given three parts from a text, arrange the parts into the correct sequence.

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		Ex. Arrange pictures that represent the beginning, middle, and end of a familiar text in the order in which they occurred. Ex. Given a story map with the middle filled in and words representing the beginning, middle, and end of the historical text, arrange the words to show the beginning and end of the story map in the correct place. **EERI.5.5.** Identify the beginning of a familiar text. Ex. After shared reading of a science text, use picture clues to identify the beginning of the text. Ex. Point to the beginning of a familiar historical text.
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**EERI.5.6.** Given two pieces of information on the same event or topic, note what is the same.	**EERI.5.6.** Given two pieces of information with similar topics, compare and contrast them. Ex. Given two accounts of what happened during a winter storm, categorize what is the same and different about the two accounts. Ex. Compare and contrast the accounts of two students in the class who went on the same field trip. **EERI.5.6.** Given two pieces of information on the same topic, note what is the same. Ex. Given two brief videos about the same event or topic, ask students what was the "same." Ex. Given two short statements about an event experienced by different students, ask students what was the "same." **EERI.5.6.** Recognize similar aspects in two pieces of information. Ex. Identify facts that are the "same" across two sources.

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		Ex. After shared reading of two texts about plants, identify a fact that is the "same" in both. **EERI.5.6.** Identify "same" when shown words or pictures about a topic or event. Ex. Given two photos that show the same event and asked "Are these the same?," indicates a positive response.
Integration of Knowledge and Ideas. **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**EERI.5.7.** Use print or digital sources for information to answer a question.	**EERI.5.7.** Use print or digital sources to gather information. Ex. When asked "What color is the Japanese Flag?," use multiple print or digital sources to obtain answer. **EERI.5.7.** Use print or digital sources for information to answer a question. Ex. Use a weather chart to answer, "What is the weather today?" Ex. Use ABC, an alphabet book application for the iPad. **EERI.5.7.** Use words or pictures to answer questions. Ex. Given three pictures of historical places, identify the one discussed in a recent lesson. **EERI.5.7.** Uses a word or picture to answer a question. Ex. Uses assistive technology to answer a question about informational text.
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text,	**EERI.5.8.** Identify the evidence or reasons the author uses to support points in text.	**EERI.5.8.** Identify more than one piece of evidence that supports the author's points in the text. Ex. Find several reasons the author gives for a point in the text (e.g., Swimming pool rules: "No glass in pool." The teacher asks, "What are

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
identifying which reasons and evidence support which point(s).		several reasons?" The student answers, "cuts", etc.). Ex. State a point the author makes and several reasons the author gave. **EERI.5.8.** Identify the evidence the author uses. Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), restate the evidence. Ex. Restate a reason the author gives for a point in the text (e.g., What is one reason swimming pool rules include "no glass in pool?"). Ex. Select from two choices the evidence that supports a point the author makes in the text (e.g., Plants die when they get too dry, plants need water.). **EERI.5.8.** Identify an author's main points. Ex. After shared reading of a historical piece, select the picture or word card that best describes the author's main point. Ex. Given two main points (one the author stated and one the author did not) related to the topic of a shared reading in a science text, select the one from the text. **EERI.5.8.** With prompts and supports, identify a book about a specific topic. Ex. After shared reading of a text, select the picture or word card that represents the topic. Ex. Point to a book about hurricanes to select a book to read on that topic. Ex. Choose a picture symbol of a bear to read a book about bears.

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RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject.	EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject. Ex. Select three books on a topic (e.g., fossils, bears) and share a fact from the passages. EERI.5.9. Collect information from two or more texts on the same topic to share information about a subject. Ex. From three options, select two passages on a topic (e.g., From two books about bears, state one fact about bears.). EERI.5.9. Collect information from one text to share information about a subject. Ex. After shared reading of an informational text, restate a fact from the text. EERI.5.9. With guidance and support, indicate where information is found in a text. Ex. Given an informational book on bears and asked, "Where is something about bears?," point to text or illustration in the book. Ex. Choose between two picture symbols showing a fact from an informational text.
Range of Reading and Level of Text Complexity. **RI.5.10.** By the end of the year, read and	**EERI.5.10.** **This Informational Text Essential Element references all elements above.	

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.		

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
Phonics and Word Recognition. **RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**EERF.5.3.** Know and apply phonics and word analysis skills in decoding words. a. Decode two-syllable words.	**EERF.5.3.a.** Decode up to multiple-syllable words. Ex. Read text comprised of frequently encountered two- and three-syllable words. **EERF.5.3.a.** Decode two-syllable words. Ex. Read text comprised of single-syllable words with accuracy. Ex. Use decoding skills to match familiar words with picture-based representations of the words. **EERF.5.3.a.** Identify the beginning and ending consonant sounds of familiar words. Ex. Asked what the first and last sound in *mat* is, respond with /m/ and /t/ sound. Ex. Represents the initial and final sound in efforts to spell familiar words. Ex. Given a word card, the student will indicate (point to) the letter that is at the beginning of the word and the letter at the end of the word. **EERF.5.3.a.** Identify initial letter in own name. Ex. Selects first letter of own name from an array of letters. Ex. State first letter of own name when asked. Ex. Given three student names, can pick out own name based on the first letter.
	EERF.5.3.b. Read more than 20 common high-frequency words.	**EERF.5.3.b.** Read more than 100 words. Ex. Given word cards (Dolch or Frye), read 100 or more word cards for the teacher.

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		EERF.5.3.b. Read more than 20 common high-frequency words. Ex. Given word cards (Dolch or Frye), read word cards for the teacher. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire. **EERF.5.3.b.** Read up to 20 common high-frequency words. Ex. When participating in shared reading, the teacher will read parts while the student reads the words in their repertoire. **EERF.5.3.b.** Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication. Ex. Identify words routinely encountered on their daily schedule represented by pictures (e.g., *door*, *chair*, *music*, *circle*).

Fluency.
 	
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
 	
  b. Read grade-level prose and poetry orally with
	EERF.5.4. Read text comprised of familiar words with accuracy and understanding.	**EERF.5.4.** Read paragraphs and lengthier text with accuracy and understanding.
		Ex. Read a short story and answer questions about it.
		
		EERF.5.4. Read text comprised of familiar words with accuracy and understanding.
		Ex. Read simple sentences and answer questions about them.
		Ex. After reading a passage, answer questions by selecting from three possible choices.
		
		EERF.5.4. Read single words with understanding.
		Ex. Pair single words with pictures.

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accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Ex. Read a one-word direction and follow it, (e.g., *go*, *sit*). **EERF.5.4.** Attend to reading. Ex. Indicate attention to readers when others are reading. Ex. Look at page when others are reading.

Fifth Grade English Language Arts Standards: Writing

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples

Text Types and Purposes.
 	
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	EEW.5.1. Write an opinion about a topic or text and reasons to support the opinion.
	  a. Introduce a topic or text and state an opinion about it.
		EEW.5.1.a. Independently introduce a topic or text and state an opinion about it.
		Ex. During free writing time in class, write an opinion about a favorite local team in their journal.
		Ex. Given a double-entry journal, enter information and quote from text in the first column, and express opinions about that information in the second column.
		
		EEW.5.1.a. Introduce a topic or text and state an opinion about it.
		Ex. For a book review assignment, write the name of a self-selected text, and then write an opinion about it.
		Ex. Given an opinion essay writing assignment, write a topic (e.g., *school corndogs*) and then state an opinion about it (e.g., *school corndogs bad).*
		
		EEW.5.1.a. With guidance and support, introduce a topic or text and state an opinion about it.
		Ex. Use a ready-made set-up in multimedia software to select a book by clicking on a scanned picture of the cover and select an opinion from a bank of words and phrases which is entered in a word document.
		Ex. Working with a teacher who walks the student through each step, first select a book from a collection offered by the teacher. Next, the teacher asks, "Do you think it was a good book?" The student replies, "yes" and the teacher tells the student to write *It was good* providing spelling support as needed.

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
		Ex. Given a template (e.g., <Name of book> is <great, good, bad, awful>.), write the topic sentence for a book review. **EEW.5.1.a.** With guidance and support, identify an opinion about a text or topic. Ex. After reading a book with the class, state an opinion about it when asked (e.g., The teacher asks the student, "Did you like it?" and the student responds, "no" by looking down, shaking his head, or engaging in whatever gesture means no.), and observe/listen as the teacher says and writes, "<Name of student> does not like <Title of book>." Ex. While peers are writing, indicate an opinion about the topic (e.g., Peers are writing letters to the cafeteria about the corndogs they serve, the teacher asks the students, "Do you think the corndogs are good or bad?" and shows two picture communication symbols (*good, bad*). The student looks at, points to, or touches the picture symbol of *bad.*) Then, the student observes and listens as the teacher models by writing and speaking aloud, "Corndogs are bad."
b. Provide logically ordered reasons that are supported by facts and details.	**EEW.5.1.b.** Provide reasons to support the opinion.	**EEW.5.1.b.** Logically order reasons to support the opinion. Ex. After writing an opinion about a favorite local team in their journal, write reasons to support that opinion in logical order (e.g., *Panthers are good. Score points. Tackle hard. Kick far.*). Ex. After writing, *school corndogs are bad,* the student writes reasons *no stik* [stick]*, cold, and not krute* [crunchy]. Ex. Given a double-entry journal, enters information and quotes from text in the first column, and expresses opinions about that information in the second column and writes reasons for opinions (e.g., *It was scary. Dark.*

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		Girl alone. Rain and wind.).

 EEW.5.1.b. Provide reasons to support the opinion.
Ex. After writing an opinion of a text (e.g., *not so good)*, write reasons that support the opinion (e.g., *no jokes, no boys, not funny).*
Ex. After writing, *school corndogs are bad,* the student writes reasons *cold, no stik* [stick]*, not krute* [crunchy]*.*
Ex. After writing an opinion (e.g., *good to read*) of a text (*Operation Redwood)*, write reasons (e.g., *like trees, boy good*).

EEW.5.1.b. With guidance and support, provide reasons to support the opinion.
Ex. After writing an opinion of a book (*so-so*), select reasons from a bank of options and alphabet letters in talking word processing software (e.g., *characters, boring, too long).*
Ex. After writing, *school corndogs are bad,* complete slot-filler sentences prepared by the teacher in talking word processing software: *Corndogs are bad because they* **cold***. They need* **stick***.*

 EEW.5.1.b. With guidance and support, select from an array of reasons to support an opinion.
Ex. Given an array of words that support the opinion that a book was *bad*, look at, point to, circle, or otherwise mark words to support the opinion which the teacher adds to the topic sentence and reads aloud as the student listens/observes (e.g., "<Name of student> does not like <Title of book> because it is <boring, scary, too long, not funny>."). |

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		Ex. Given a ready-made set-up in multimedia software, use scanning to select reasons that *corndogs are bad* from an array of logical reasons, which the teacher models by writing and speaking aloud in a repeated line structure (e.g., "Corndogs are bad. They are greasy. They are cold. They are stale.").
c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).	**EEW.5.1.c.** N/A	
d. Provide a concluding statement or section related to the opinion presented.	**EEW.5.1.d.** N/A	
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group	**EEW.5.2.** Write to convey ideas and information clearly. a. Introduce a topic and organize illustrations or other multimedia related to it.	**EEW.5.2.a.** Independently introduce a topic and organize illustrations or other multimedia related to it. Ex. Enter a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Ex. Enter a title in online multimedia presentation software, arrange and add related illustrations, and copy hyperlinks of relevant videos. **EEW.5.2.a.** Introduce a topic and organize illustrations or other multimedia related to it. Ex. Write the topic of the writing project on the first slide of a multimedia

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		presentation, then insert illustrations and other multimedia elements on subsequent slides. Ex. Write the topic of the writing at the top of the page and then draw an illustration about it. **EEW.5.2.a.** Introduce a topic and select illustrations or other multimedia related to it. Ex. Write the topic, select from a set of illustrations and videos that the teacher has gathered about the topic, and organize them for use in writing. Ex. Write the topic to complete a slot-filler sentence created by the teacher, *<Topic> is really interesting.* Then, select a video on the topic from a set of videos already previewed by peers. **EEW.5.2.a.** With guidance and support, select illustrations or other multimedia related to a familiar topic. Ex. Use partner-assisted scanning to select an illustration on a topic the group is writing about in shared writing, and then observe as a member of the group writes the topic down and reads it aloud to the group. Ex. Watch a selection of videos and then indicate which one is on the stated topic, which the teacher then writes down, and reads aloud for the student while pointing to each word.
b. Develop the topic with facts, definitions, concrete details,	**EEW.5.2.b.** Provide facts, details, or other information related to the topic.	**EEW.5.2.b.** Logically order details to support the topic. Ex. After entering a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts.

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quotations, or other information and examples related to the topic.		Ex. After entering a title in online multimedia presentation software, arrange and add related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts. **EEW.5.2.b.** Provide facts, details, or other information related to the topic. Ex. After introducing a topic and selecting illustrations to support it, label the illustrations to provide facts about the topic. Ex. After writing the topic on the first slide and inserting illustrations and videos on subsequent slides in a multimedia presentation, write facts or other details about the topic and supporting the illustrations on each slide. **EEW.5.2.b.** Select facts, details, or other information related to the topic. Ex. Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., Having selected *Trees are plants*, the student might type with word prediction software, *Rocks are not plants.*). Ex. Select facts and details from a list generated by a group of students to use in writing about a topic (e.g., The teacher works with a small group of students [using pictures as needed to prompt their memory] to write a list of facts and details they recall about a given topic. Then, the students select details from the resulting list to use in their own writing.). Ex. Using open-ended sentences (sentence with blanks), insert a supporting detail related to the topic. **EEW.5.2.b.** With guidance and support, identify objects, artifacts, or other

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		information related to the topic. Ex. While working with a peer on a report about a familiar topic (e.g., *trees*), look, point to, or touch a choice related to the topic (e.g., a choice of a leaf and an unrelated object). Ex. While working with a group on a shared writing project about fruits and vegetables, identify a picture of an object related to the topic given two choices (e.g., Look, point to, or touch a picture of an apple when the teacher says, "An apple is a kind of fruit. Which picture should we put with our sentence about apples?" and gives the student a choice of two pictures.).
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).	**EEW.5.2.c.** N/A	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**EEW.5.2.d.** N/A	
e. Provide a concluding	**EEW.5.2.e.** N/A	

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statement or section related to the information or explanation presented.		
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the	**EEW.5.3.** Select an event or personal experience and write about it. a-b. Introduce the experience or situation, and follow with three or more events in sequence.	**EEW.5.3.a-b.** Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence. Ex. Write about a personal experience (e.g., *I go soping* [shopping]) and include three or more events (e.g., *We go ml* [mall]*. I eat. Mom by gme* [buy game]). Ex. Write about an event (e.g., *We had bk fr* [book fair]) and include three events (e.g., *We lk bx* [look at books]*. I tel* [tell] *Mom. I by bk* [buy book]). **EEW.5.3.a-b.** Introduce the experience or situation, and follow with three or more events in sequence. Ex. Write about a personal experience (e.g., *Go sop* [shopping]) and include three or more events (e.g., *Go ml* [mall]*. Eat. By gme* [buy game]*).* Ex. Write about an event (e.g., *bk fr* [book fair]) and include three events (e.g., *lk bx* [look at books]*. tel* [tell] *Mom. by bk* [buy book]). **EEW.5.3.a-b.** Write about an event or personal experience including two events in sequence. Ex. Write about a personal experience (e.g., *sop* [shopping]) including two events (e.g., *Go ml* [mall]*. Eat.).* Ex. Write about an event (e.g., *bk fr* [book fair]) and include two events (e.g., *lk bx* [look at books] and *by bk* [buy book]).

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responses of characters to situations.		**EEW.5.3.a-b.** Participate in a shared writing about a personal experience. Ex. Point to a word to be added to the shared writing product. Ex. Choose from picture symbols to communicate words to add to a shared writing product about a personal experience. Ex. Touch a choice in a word bank projected on an interactive whiteboard to fill in the blank on a shared writing project.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**EEW.5.3.c.** N/A	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**EEW.5.3.d.** N/A	
e. Provide a conclusion that follows from the narrated experiences or events.	**EEW.5.3.e.** N/A	
Production and	**EEW.5.4.** Produce writing	**EEW.5.4.** Produce writing that is appropriate to a wide variety of tasks,

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Distribution of Writing. **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	that is appropriate to task, purpose, and audience.	purposes, and audiences. Ex. Write a thank you letter to a guest speaker that is appropriately formatted and understood by its audience. Ex. Write a story for a kindergarten class that is understood when read aloud to that class. Ex. Write a note to remind the teacher to bring a book back from the library that results in the desired outcome. **EEW.5.4.** Produce writing that is appropriate to task, purpose, and audience. Ex. Write about a personal experience. Ex. Write about a topic and include facts and illustrations relevant to the topic. Ex. Write an e-mail that is understood by recipient. **EEW.5.4.** With guidance and support, produce writing that is appropriate to task, purpose, and audience. Ex. With guidance and support, write about a personal experience. Ex. With guidance and support, write about a topic and include facts and illustrations relevant to the topic. Ex. Use a set of guidelines or template to write an e-mail that is understood by the recipient. **EEW.5.4.** With guidance and support, produce group writing that is appropriate to task, purpose, and audience. Ex. Use picture communication symbols to make requests (e.g., use picture

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		exchange to request a food item during lunch) that are written by the teacher and read aloud as the student listens and observes. Ex. Use single message voice output devices to make comments during shared writing (e.g., "I know something about that.") that are written by the teacher and read aloud as the student observes and listens. Ex. Use a multiple message voice output device to state an opinion (e.g., "I like that!") that is added to a two-column written opinion chart and read aloud with the other opinion statements as the student observes and listens.
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**EEW.5.5.** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.	**EEW.5.5.** With guidance and support from peers and adults, write and revise using the editing process. Ex. After working with the teacher to brainstorm ideas for writing, use personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback. Ex. After using a graphic organizer tool to brainstorm and organize ideas, write a first draft, share with a peer, and edit draft by adding additional details based on peer feedback. **EEW.5.5.** With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information**.** Ex. After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers. Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform

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		the organizer into an outline and add to the ideas in the outline.

EEW.5.5. With guidance and support from adults and peers, add more information to own writing.
Ex. Use a talking word processor to read own writing to peers and then, with the help of peers, add more to writing to strengthen it.
Ex. Read own writing about a personal experience (e.g., *Go ml* [mall]. *Eat. By gme* [buy game]), and then work with peers to add more (e.g., *gme* [Game] *is for me.*).

EEW.5.5. With guidance and support from peers and adults, write.
Ex. With guidance and support from peers, select letters on an alternative keyboard to produce writing.
Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (e.g., "Tell me the next one.") and write desired letters (e.g., "Write that one for me."). |
| **W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of | **EEW.5.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. | **EEW.5.6.** With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
Ex. In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers. |

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keyboarding skills to type a minimum of two pages in a single sitting.		**EEW.5.6.** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others. Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic. The teacher and student interact about each image and copy/paste selected pictures into a writing project. Ex. Work with a group of peers to complete a research project selecting images from the Internet and writing about the topic using talking word processors. Peers help stretch out the sounds in words to type words using word prediction software. **EEW.5.6.** With guidance and support from adults, use technology to produce writing. Ex. Work with an adult to scan through choices in an onscreen word bank and select words for use in labeling pictures selected to accompany writing about a topic. Ex. Complete slot-filler sentences created by an adult in a talking word processor program by clicking on the appropriate words in a word bank. Ex. Working with an adult and word prediction software, select a letter on the keyboard, scan through the choices that are produced by the word prediction software, and select a word to produce writing to contribute to a peer's text. **EEW.5.6.** With guidance and support from adults, use technology to communicate.

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		Ex. With guidance and support from an adult, use a multiple message voice output device to state an opinion about a book, which the teacher writes on a class book chart and reads aloud while the student listens and observes. Ex. With guidance and support from an adult, list facts about a topic using a sequenced message device. Ex. With an adult use a PECS book with symbols to create sentences (e.g., "I see_____.") for a repeated line text, share the text with a peer who provides a picture of another thing that might be seen (and can be added to the text with a teacher's assistance).
Research to Build and Present Knowledge. **W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EEW.5.7.** Conduct short research projects using two or more sources.	**EEW.5.7.** Conduct short research projects using multiple sources. Ex. Find pictures from the Internet, magazines, newspapers, and catalogs, to support a written report about a topic. Ex. Read three or more books to find information to include in a short research project. Ex. Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project. **EEW.5.7.** Conduct short research projects using two or more sources. Ex. Read two different books to find information to include in a short research project. Ex. Search the Internet and use screen reading software to read several sites and identify information to include a short research project. Ex. Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic.

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		EEW.5.7. With guidance and support, gather information about a topic. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project. Ex. With guidance and support, the student reads two different books, gets support in highlighting relevant information, and uses the information in a short research project. Ex. Given screen reading software that reads the text on a webpage, work with peers to identify information to include in a group research project. **EEW.5.7.** Participate with a group in using multiple sources to conduct a short research project. Ex. Work with a group of peers who are working on a research project and select information to include from options offered by peers. Ex. Use a multiple message voice output device to ask questions programmed by the teacher (e.g., "What does it say? Is that good? Should we look at something else?") that guide the group in completing the research project. Ex. Explore two webpages using a screen reader, choose one piece of information from each, type letters about them, and have or II peer also type short notes and read them aloud.
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources;	**EEW.5.8.** Recall information from personal experiences or gather relevant information from print and digital sources to	**EEW.5.8.** Recall information from personal experiences and gather relevant information from print and digital sources to include in writing. Ex. Recall information about a trip to the zoo and gather additional information about the animals they saw and include both in a written product (e.g., *I went to zoo. Saw gila* [gorilla]*. He eat fruit. Also eat ants.)*

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summarize or paraphrase information in notes and finished work, and provide a list of sources.	include in writing.	Ex. Recall information from a science project and gather information about the project by watching video clips. Combine information from both in writing. **EEW.5.8.** Recall information from personal experiences or gather relevant information from print and digital sources to include in writing. Ex. Recall information from a trip to the zoo and write based on recollections (e.g., *I went to zoo. Saw gila* [gorilla].). Ex. Look at a webpage to learn about the kind of gorillas at the zoo and writes based on what he or she learns (e.g., *gila* [Gorilla] *eat fruit. Gila* [Gorilla] *eat ant.*). **EEW.5.8.** Recall information from personal experiences to include in writing. Ex. Recall an event that occurred on a trip to the zoo and write about it (e.g., *we sg* [sing] *bas* [bus].). Ex. Recall information from an interaction with peers and write about it (e.g., *fun lunch. Laf* [laugh] *milk nos* [nose].). **EEW.5.8.** Recall personal experiences. Ex. Respond "yes" or "no" when the teacher asks whether or not he or she has done something (e.g., "Did you ever go to the store?" or "Have you seen a gorilla?") and listen/observe as the teacher writes and reads aloud, "<Name> went to the store." Ex. Access pre-stored messages on a dynamic display communication device to report on personal experiences (e.g., "I went to the zoo with my

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		grandma and papa."), and listen/observe as the teacher writes that text in a group repeated line text and reads it aloud.
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]."").	**EEW.5.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story.").	**EEW.5.9.a.** Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). Ex. After reading to compare and contrast two characters in a story, write about the ways they are the same and different. Ex. After listening to or reading two related texts, write about which they like best and provide details to explain why. **EEW.5.9.a.** With guidance and support, apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). Ex. Working with the teacher, highlight words in the text that show how two characters are the same and different, and then the student uses the highlighted word to write about the characters. Ex. After listening to or reading a familiar text, use a ready-made set-up in multimedia software to identify words from the text that relate to the setting and write about how it compares to their own community. **EEW.5.9.a.** With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature. Ex. After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project. Ex. After participating in a shared reading of a poem, use a ready-made set-up in multimedia software to select words to complete a fill-in-the-blank version of the poem.

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b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	**EEW.5.9.b.** Apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses.").	**EEW.5.9.b**. Apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses."). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), the student writes about the evidence in support of own opinion about the topic (e.g., *Vegetables are gross.* *Gumy* [gummy] *vitamins betr* [better].). Ex. After reading a short history text, identify key events that contributed to our lives and write a summary of the supporting details provided by the author. **EEW.5.9.b.** With guidance and support, apply *Essential Elements of Grade 5 Reading Standards* to informational text (e.g., "Identify evidence the author uses."). Ex. After reading to identify the evidence an author provides (e.g., Vegetables have important vitamins and minerals that your body needs to survive.), work with the teacher who supports each step to write about the evidence in support of own opinion about the topic (e.g., *Vegetables are gross.* *Gumy* [gummy] *vitamins betr* [better].). Ex. Using a ready-made set up in multimedia software, use the words the group identified about the topic and alphabet access to fill in the blanks on the writing template created by the teacher. **EEW.5.9.b.** With guidance and support, participate in writing tasks that follow shared reading of informational texts. Ex. After participating in shared reading of a book about healthy eating,

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		use a preprogrammed voice output device to contribute ideas to the group writing project. Ex. After participating in a shared reading of a book, point to pictures to include in shared research project the group is writing.
Range of Writing. **W.5.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**EEW.5.10.** Write routinely for a variety of tasks, purposes, and audiences.	**EEW.5.10.** Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook. Ex. Send an e-mail to a friend. Ex. Write labels to go with a display for a group research project. **EEW.5.10.** With guidance and support, write routinely for a variety of tasks, purposes, and audiences. Ex. Using a preprogrammed word bank on the computer, write a note to include in the home-school notebook. Ex. Using a template with steps to follow, send an e-mail to a friend. Ex. With guidance and support, write labels to go with a display for a group research project. **EEW.5.10.** With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, use the device to contribute comments during shared writing. Ex. Using a multiple message voice output device and given modeling from an adult communication partner, tell about their feelings, which are then written in a class feelings chart and read aloud as the students observe and listen.

Fifth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration. **SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**EESL.5.1.** Participate in collaborative discussions. a. Prepare for discussions.	**EESL.5.1.a.** Prepare for discussions by completing assignments related to the discussion. Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.). **EESL.5.1.a.** Prepare for discussions. Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by making a list of ideas, words, or information to share. **EESL.5.1.a.** With support, prepare for discussions. Ex. Work with an adult to prepare for a discussion by preprogramming or organizing messages on a voice output communication device. Ex. Prepare for a discussion by working with an adult to prepare a list of ideas, words, or information to share with a group of peers. Ex. Before a discussion about a video on rocks, watch the video and highlight items on a list that would be good to share during the discussion. **EESL.5.1.a.** With prompts and support, prepare a comment on the topic prior to the discussion. Ex. Practice repeating a short statement about rocks. Ex. Work with an adult to select a message to have programmed on a single message voice output device to use during a discussion. Ex. Work with an adult to select a series of messages to program on a

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
		sequenced message device for use during a discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**EESL.5.1.b.** Engage in discussions to share information on the topic.	**EESL.5.1.b.** Engage in discussions sharing information on the topic across repeated turns. Ex. Share information about plants (e.g., *seed makes plant*) multiple times during a discussion. Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., *Seed in ground. Plant grow.*) more than once during a group conversation. **EESL.5.1.b.** Engage in discussions to share information on the topic. Ex. Share information about plants (e.g., *seed makes plant*). Ex. Given a multiple message communication device, combine words to share information on the topic (e.g., *Seed in ground.*). **EESL.5.1.b.** When guidance and support, add information to the discussion on the topic. Ex. Given a set of index cards with information on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group. Ex. Given a multiple message communication device with pre-stored messages related to the topic of the discussion, select from the messages to share information with the group. **EESL.5.1.b.** When prompted, add prepared comment to the discussion. Ex. When prompted, use a single message voice output communication device to share a comment with the group engaged in discussion.

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		Ex. Given an index card with a picture and written comment on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**EESL.5.1.c.** Communicate directly with peers in multi-turn exchanges.	**EESL.5.1.c.** Initiate multi-turn exchanges with peers. Ex. During the morning routine, approach a peer, initiate an exchange, and continue the exchange by responding to the peer's reply (e.g., Show the peer a book, and say "See?" The peer replies, "Uh-ha, did you read it?" The student says, "Yeah, want it?" Peer says, "Already read it."). Ex. During a science project, turn to a peer and initiate an exchange related to the task, and respond to the peer's reply (e.g., The student says, "What now?" The peer replies and the student asks, "How?"). **EESL.5.1.c.** Communicate directly with peers in multi-turn exchanges. Ex. During a literature circle, use a multiple message voice output device to communicate with a peer (e.g., Say, "I like it." As the conversation continues, the student adds, "funny" and "don't understand."). Ex. During a science project, communicate with a peer about the task (e.g., The peer says, "I need help." The student says, "What?" The peer says, "Hold this." The student says "Okay?" Then adds, "Done?"). **EESL.5.1.c.** Communicate directly with peers. Ex. Respond when a peer asks a direct question. Ex. During lunchtime, communicate with a peer about lunch (e.g., hold out an orange to a peer and says, "Want it?"). Ex. During a science project, ask for help (e.g., turn to a peer and says, "Can you help?").

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		EESL.5.1.c. Participate in discussions with peers. Ex. Respond to peers' communications to them by looking at the speaker. Ex. Follow the discussion as it moves from one speaker to the next by looking at each speaker. Ex. Use a multiple message communication device preprogrammed with discussion continuers (e.g., "What does everyone else think? Who else has something to say? Anyone have something to add?"), the student uses the device to insert continuing comments during the discussion.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.	**EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues. Ex. During a discussion of the key issues of a book chapter, ask and answer questions about the book chapter (e.g., The student asks peers, "How did you know?" The peers point to the place in the book where the information appears, and the student says, "Can you read it?" After hearing it, the student "Is that like the other book?"). Ex. After listening to the directions for a group project, raise hand to ask questions about the directions (e.g., The student asks, "What do we need?" The teacher restates the list and the student again raises her hand to ask, "Where is it?" The teacher responds by asking, "Where do we keep them?" The student points to the cabinet, and the teacher confirms.). **EESL.5.1.d.** Ask and answer questions of adult or peer communication partners to identify key issues of the discussion. Ex. During a group conversation, ask and answer questions about the topic or a detail of the conversation (e.g., The student asks the teacher, "What

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		does that mean?" In her response, the teacher asks the student, "Do you know what that means?" and the student replies, "yes."). Ex. While engaged in partner reading with a peer, the student asks, "Can you read that again?" After the second reading, the student asks, "What's \<insert word>?" The peer explains the word and asks, "Do you get it now?" and the student says, "yes."). **EESL.5.1.d.** Answer questions from adult or peer communication partners related to key issues of the discussion. Ex. Answer questions posed by peers about the key issues of the discussion. Ex. Select from an array of responses the answer to a question posed by a peer or an adult during a discussion. **EESL.5.1.d.** Answer simple questions (i.e., *who* and *what*) related to the topic of the discussion. Ex. While participating in a small group discussion about a clear topic, choose from two pictures to answer the teacher's question, "Who are we talking about?" Ex. While participating in a small group discussion about a clear topic, choose from two objects the one that represents the topic when asked, "What are we talking about?"
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats,	**EESL.5.2.** Identify the main idea and supporting details of a text presented through diverse media.	**EESL.5.2.** Paraphrase the main idea and supporting details of a text presented through diverse media. Ex. After viewing a presentation, restate the main idea and key supporting details on the slides of the presentation in own words.

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including visually, quantitatively, and orally.		Ex. After watching a video, list the main idea of the video and key supporting details in own words. **EESL.5.2.** Identify the main idea and supporting details of a text presented through diverse media. Ex. After viewing a presentation, select a statement that best reflects the main idea and two or three supporting details on the slides of the presentation. Ex. After watching a video, state the main idea of the video and then recall two or three supporting details. **EESL.5.2.** Identify the main idea of a text presented through diverse media. Ex. After viewing a presentation, select a statement that best reflects the main idea of the presentation. Ex. After watching a video, state the main idea of the video. **EESL.5.2.** With support, identify details from a text presented through diverse media. Ex. After viewing a presentation on an interactive whiteboard, identify from a display of pictures those that were included in the presentation. Ex. While viewing a presentation on an interactive whiteboard, circle the parts of pictures that represent details in the text that was read aloud.
SL.5.3. Summarize the points a speaker makes and explain how each claim	**EESL.5.3.** Identify the main point a speaker makes.	**EESL.5.3.** Paraphrase the main point and supporting points a speaker makes. Ex. Restate the speaker's main point in own words and highlight

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is supported by reasons and evidence.		supporting points selected from a list of choices. Ex. State the main point and list some supporting points that a speaker makes. **EESL.5.3.** Identify the main point a speaker makes. Ex. Restate the main point the speaker makes on the topic. Ex. Select from an array of choices the one that best reflects the speaker's main point. **EESL.5.3.** Identify a point that the speaker makes. Ex. After listening to a peer present to the class, identify something the peer said from a list presented with partner-assisted scanning (e.g., peer reads each item in the list and the student says "yes" or "no" to indicate if the item was part of what peer said in presentation.). Ex. Given a list of three things, listen to a speaker and highlight the one that matches what the speaker says. **EESL.5.3.** Recognize speaker. Ex. Establish eye gaze with speaker. Ex. Face toward the speaker. Ex. Nod or otherwise acknowledge the speaker.
Presentation of Knowledge and Ideas. **SL.5.4.** Report on a topic or text or present an opinion,	**EESL.5.4.** Create a simple report or presentation about a curriculum-based topic.	**EESL.5.4.** Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic. Ex. Create a report about recycling and include a clear opinion about whether there is a need for a recycling in own town. Ex. Create a report about a book and focus on which characters are the

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sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		favorite and why. **EESL.5.4.** Create a simple report or presentation about a curriculum-based topic. Ex. Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair. Ex. Select illustrations from a book read during class and give a short presentation describing each illustration and its relationship to the story. **EESL.5.4.** Create a simple presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people's names and places) and sequence them for a presentation. Ex. Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation. **EESL.5.4.** Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic. Ex. Select a picture of a favorite character to add to a presentation about the book created by a small group. Ex. Select a favorite object from a science activity to add to a presentation created by a small group.
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays	**EESL.5.5.** Select or create an audio recording, images, photographs, or	**EESL.5.5.** Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, draw or select pictures to

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in presentations when appropriate to enhance the development of main ideas or themes.	other visuals/tactual displays to enhance a report or presentation.	enhance the report. Ex. Given the text of a report, combine tactual materials to add to each page and enhance the overall report. EESL.5.5. Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation. Ex. Working with a group to create a report, select photographs from an array to enhance the report. Ex. After reviewing the text of a report with the group who created it, select tactual materials to enhance the report. EESL.5.5. Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation. Ex. Choose from two choices a picture to match a portion of a group report when working with a group on a report (e.g., A peer says, "We need a picture to go with this. It says *the mountain is the largest in the world*. Pick a picture of a big mountain." Then, the student chooses the matching picture from a choice of two.). Ex. Working with a group on a presentation, listen to a page read aloud on the computer and then, select from an array of three the photo that best matches the text on the page.
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task	EESL.5.6. Use formal and informal language.	EESL.5.6. Use formal and informal language as appropriate. Ex. Upon entering the classroom, greets peers informally (e.g., "Hey!") and teachers formally (e.g., "Good morning."). Ex. During a group discussion, informally comment on a peer's remarks

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and situation.		(e.g., "No way!") and formally offer own remarks (e.g., "I think it was the man.").
		EESL.5.6. Use formal and informal language.
		Ex. Use phrases and informal expressions in responding to peers.
		Ex. Respond formally to questions posed by unfamiliar others.
		Ex. Revise comment using formal language when asked to say something another way.
		Ex. Upon entering the principal's office, select a message on the voice output device that says, "I have something to say, but it will take me a minute." And then begins to construct a formal message linking multiple symbols together.
		Ex. Upon joining a group of peers at a lunch table, navigate to the page in a communication device with preprogrammed messages for friends instead of the page with more formal greetings.
		EESL.5.6. Differentiate between communication partners and contexts that call for formal and informal communication.
		Ex. When asked, "Should you answer with one word right now?" respond appropriately, "yes" or "no" based on the situation.
		Ex. When a class guest asks if the student wants a turn and he or she selects the message "No way!," the student responds to the teacher's request to be polite by selecting the message that says, "No thanks."
		EESL.5.6. Communicate informally with others.
		Ex. Gesture (e.g., wave hand, nod head) to communicate informally with

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		someone in the hallway. Ex. Use a single message voice output device to comment informally during shared reading, "No Way!"

Fifth Grade English Language Arts Standards: Language

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Conventions of Standard English. **L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**EEL.5.1.** Demonstrate standard English grammar and usage when communicating. a. Use singular and plural nouns with matching verbs (e.g., *Sam eats, dogs eat*).	**EEL.5.1.a.** Generate sentences that use singular and plural nouns with matching verbs. Ex. Complete sentence combining activities that combine two simple sentences, such as *The dog eats.* and *The cat eats.* into one: *The dog and cat eat.* **EEL.5.1.a.** Use singular and plural nouns with matching verbs (e.g., *Sam eats, dogs eat*). Ex. Combine words to create simple sentences that describe pictures depicting singular and plural nouns (e.g., *The boy runs. The boys run.*). **EEL.5.1.a.** Combine nouns and verbs in communication. Ex. Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing. **EEL.5.1.a.** Demonstrate an understanding of common verbs. Ex. Demonstrates an action (*jump*) in response to a teacher request. Ex. Point to a picture depicting an action (*run*) in response to a teacher request.
b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	**EEL.5.1.b.** N/A	

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c. Use verb tense to convey various times, sequences, states, and conditions.	**EEL.5.1.c.** N/A	
d. Recognize and correct inappropriate shifts in verb tense.*[*sic*]	**EEL.5.1.d.** (See EEL.5.1.a.)	
e. Use correlative conjunctions (e.g., *either/or, neither/nor*).	**EEL.5.1.e.** Use frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because*.	**EEL.5.1.e.** Generate a sentence that correctly includes frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because*. Ex. Complete a sentence combining activities that combine two simple sentences such as *I like pizza.* and *I like hamburgers.* into one sentence: *I like pizza and hamburgers.* **EEL.5.1.e.** Use frequently occurring conjunctions: *and*, *but*, *or*, *for*, *because.* Ex. Tell the names of two friends to sit between: *Sam and Linda*. **EEL.5.1.e.** With guidance and support, use *and* to combine words. Ex. Help read the list of items to purchase on a shopping trip by combining each item on the list with *and*. **EEL.5.1.e.** Participate in lessons focused on using *and* to expand sentences. Ex During a shared writing activity, make word choices to complete the

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		sentence with a structure (e.g., *I like to eat <food> and <food>.*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation to separate items in a series.*[*sic*]
	EEL.5.2. Use conventions of standard English.
	  a. Capitalize names and the first word in a sentence.
		EEL.5.2.a. Capitalize names and the first word in a sentence in own writing.
		Ex. Use shift or caps lock to capitalize names and the first letter in sentence in own writing.
		
		 EEL.5.2.a. Capitalize names and the first word in a sentence.
		Ex. Indicate need to capitalized first letter (e.g., The teacher is writing the morning message and stops to ask, "How do I start?" The student responds, "Start with a capital letter.").
		Ex. Indicate name with capitalized first letter as correct when presented with options with and without capitalization.
		
		EEL.5.2.a. With guidance and support, indicate that the first word in a sentence must be capitalized.
		Ex. Indicate need to capitalized first letter when asked (e.g., The teacher is writing the morning message and stops to ask, "What do I need to do to that first word in the sentence?" The student responds, "Capital.").
		
		EEL.5.2.a. Attend to own name in text.
		Ex. Point to own name on cubby.
		Ex. Point to own name when presented paired with picture.
		Ex. Looks at own name when asked to identify it from a field of two choices (e.g., The teacher shows two name cards and says, "Show me your name Anna." The student points to or eyes gazes to the card that has *Anna* written on it.

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b. Use a comma to separate an introductory element from the rest of the sentence.	**EEL.5.2.b.** Use a period to mark the end of a sentence.	**EEL.5.2.b.** Use a period to mark the end of a sentence in own writing. **EEL.5.2.b.** Use a period to mark the end of a sentence. Ex. During a shared writing activity, the student adds a word to finish a sentence and adds a period (e.g., The teacher has written, *I like*, and the student writes, *toys*, and adds a period at the end.). **EEL.5.2.b.** Indicate the need to mark the end of a sentence with a period in shared writing. Ex. During a shared writing activity, the teacher asks, "What do I need to put on the end of that sentence?" The student responds, "a period." **EEL.5.2.b.** Indicate a mark that is used at the end of a sentence. Ex. Look at or touch the picture of a period when the teacher shows a picture of a period and a question mark and says, "Can you show me the period. It's the mark we put at the end of a sentence."
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that*	**EEL.5.2.c.** N/A	

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you, Steve?).		
d. Use underlining, quotation marks, or italics to indicate titles of works.	**EEL.5.2.d.** N/A	
e. Spell grade-appropriate words correctly, consulting references as needed.	**EEL.5.2.e.** Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	**EEL.5.2.e.** Spell most words correctly with full phonetic representations of misspelled words. Ex. Write a short message with most of the words spelled correctly and remaining words spelled phonetically with all sounds represented. **EEL.5.2.e.** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns. Ex. Spell the word, *take* as *tak* if it is an unknown word. Ex. Spell the word, *city* as *site*, if it is an unknown word. Ex. Spell the word, *wok* as *wock*, if it is an unknown word. **EEL.5.2.e.** Identify the consonant to represent the final phoneme in familiar words. Ex. Say or point to the letter *t* when asked, "What letter goes at the end of the word, hat?" **EEL.5.2.e.** Participate in spelling and alphabet activities. Ex. Select a letter from a choice of two letters when the teacher says, "What letter should I put in front of the word, *at*?" The student indicates the letter *h* and the teacher says, "That's *h*. When I put it in front of -*at*, I spell *hat*, h-a-t. Let's try another one."

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Knowledge of Language. **L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**EEL.5.3.** Use language to achieve desired meaning when communicating.	**EEL.5.3.a.** Listen and communicate to obtain information to perform a task. Ex. Ask for directions to perform an assigned task. Ex. Follow multi-step verbal directions to complete assigned task. **EEL.5.3.a.** Use language to achieve desired meaning in communicating. Ex. Ask for help to complete an assigned task. Ex. Repeat or rephrase directions to perform a task. **EEL.5.3.a.** Communicate to achieve three or more communicative functions (e.g., request, comment, share information). Ex. Use picture exchange to request a preferred item. Ex. Make a comment during lunch time (e.g., "too loud") or another part of the day (e.g., "don't wanna"). Ex. Share information about home (e.g., "went shopping"). Ex. Ask a simple question (e.g., "Why?"). **EEL.5.3.a.** Express at least two communicative functions that may or may not be in a conventional fashion. Ex. Turn head away to indicate rejection (e.g., rejecting a food, drink, looking at a person). Ex. Push away an undesired object. Ex. Vocalize to indicate selection when offered a choice of two items. Ex. Vocalize to get attention from teacher or peer.
b. Compare and contrast the varieties of English	**EEL.5.3.b.** N/A	

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(e.g., *dialects, registers*) used in stories, dramas, or poems.		
Vocabulary Acquisition and Use. **L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**EEL.5.4.** Determine or clarify the meaning of vocabulary drawn from reading and content areas. a. Use context as a clue to determine the meaning of words.	**EEL.5.4.a.** Use context as a clue to determine the meaning of words. Ex. When given a topic, use words on a multi-message communication device to predict meaning of new vocabulary word. (e.g., The teacher says, "Today, we're going to read a book about recycling. Here are some pictures from the book. Use your communication device to see if you can find any words that tell what recycling means." The student selects words, *use* and *more* or *use* and *again*.). Ex. "This month is March. What are months? Where can we find them in our classroom?" **EEL.5.4.a.** Recognize the meaning of words. Ex. Follow simple oral or signed directions (e.g., "Clean up your desk," "Open your book," "Hand me the red crayon"). **EEL.5.4.a.** Respond to the meaning of a word in context. Ex. Follow a one word command.
b. Use common, grade-appropriate Greek and	**EEL.5.4.b.** Identify the temporal meaning of words when common	**EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs. Ex. "This month is March. What are months? Where can we find them in

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Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.	our classroom?" **EEL.5.4.b.** Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs. Ex. The teacher asks, "Are you running?," and the student answers correctly to describe present activity. **EEL.5.4.b.** Respond to temporal word in context. Ex. Given the word *running* and two pictures, one of a boy running and one of a boy sitting, points to the picture of the boy running.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**EEL.5.4.c.** N/A	
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances	**EEL.5.5.** Demonstrate understanding of word relationships. a. Use simple, common	**EEL.5.5.** Use simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*). Ex. Use a single switch to say, "Hey, you're cool." and "You're cool, too." Ex. Initiate use of a common idiom (e.g., *You bet!*, *It's a deal.*, *We're cool.*).

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in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*).	**EEL.5.5.** Uses an idiom correctly in response to a shared interaction. Ex. Respond with an idiom when a classmate or teacher uses an idiom (e.g., When teacher says, "You're cool," the student responds "You're cool, too."). **EEL.5.5.** React to a shared interaction in which an idiom is used. Ex. Responds with a smile or sound when a classmate or teacher says "Hey, you're cool."
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**EEL.5.5.b.** N/A	
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**EEL.5.5.c.** N/A	
L.5.6. Acquire and use accurately grade-	**EEL.5.6.** Use domain-specific words (e.g., *if*,	**EEL.5.6.** Use domain-specific words and phrases. Ex. Respond with an if/then sentence when the teacher asks, "What's the

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appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	*then*, *next*).	rule?" (e.g., "If it rains, then we stay in."). **EEL.5.6.** Use domain-specific words (e.g., *if*, *then*, *next*). Ex. Respond appropriately when the teacher asks, "If it rains during recess, what happens?" The student says, "Then, we stay in." Ex. The teacher says, "I'll go first." The student says, "Who is next?" **EEL.5.6.** Identify domain-specific words. Ex. Given a word from the text, find a picture or definition in a picture dictionary. Ex. Match a domain-specific word to a picture or object. **EEL.5.6.** Point to domain-specific words. Ex. Point to a highlighted word in an informational text.